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ABSTRACT

This survey is designed to measure student attitudes both before and after an ethnic study unit is taught. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The test is comprised of 79 statements, such as "A free society is one in which people with different backgrounds and beliefs can still work together for a common goal." Students have four choices--they indicate whether they strongly disagree, disagree, agree, or strongly agree with the statements made, making their choice twice, once for "the way it is," and once for "the way it ought to be." Other statements include "People should accept each other's ways of thinking and behaving," "Often schools look upon ethnic studies as a way to please the community," "I am often torn between what my family wishes me to do and what my peers wish me to do," "I don't care what people say, I've found that there is some truth to every stereotype," "It shouldn't make any difference whether your doctor is a man or a woman," and "I can usually tell what a person is like by the way he/she is dressed." (CK)

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PRETEST/POSTTEST ATTITUDINAL SURVEY

Ethnic Heritage Project

Louisville Area Ethnic Heritage Studies Teacher Training
and Curriculum Development Project

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Prepared for

Ethnic Heritage Studies Branch of
the United States Office of Education

By

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SO 011 278

ATTITUDINAL SURVEY: ETHNIC HERITAGE PROJECT

This is not a test; it is an attitudinal survey. As such, it has no "right" or "wrong" answers. It is aimed at finding out how you really feel or think about a number of issues related to ethnic study topics. This can be done only if you try to tell honestly how you feel about each statement, rather then to say what you <u>think</u> you are expected to say.

Use a number <u>2</u> pencil only.

Directions:

1. Turn the answer sheet lengthwise, so that the small rectangular block is in the lower right-hand corner.

2. In column 1 of section in the lower right-hand corner, darken in the <u>0</u> space if you are white, darken in the <u>1</u> space if you are black, or the <u>2</u> space if you are of another ethnic origin.

3. In column 2 of this section, darken in the <u>0</u> space if you are a boy or darken in the <u>1</u> space if you are a girl.

4. In columns 3 and 4 darken in those spaces which represent your age. For example, if you are 14, in column 3 darken in the <u>1</u> space and in column 4 darken in the <u>4</u> space.

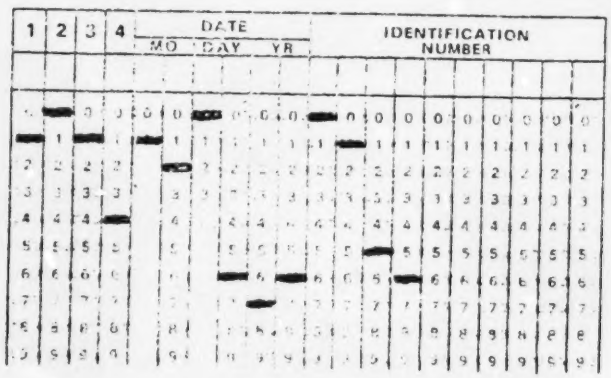
5. In the same section, under DATE, fill in the date you take the survey.

6. At the upper right-hand corner of this sheet, there is a four-digit number. On the answer sheet, in the first four columns under IDENTIFICATION NUMBER, darken those spaces which correspond to this four-digit number.

Example:

If you are a black, boy, age 14, completing the survey on December 6, 1976, with the number 0156 at the top of your survey sheet, fill out the information like this:

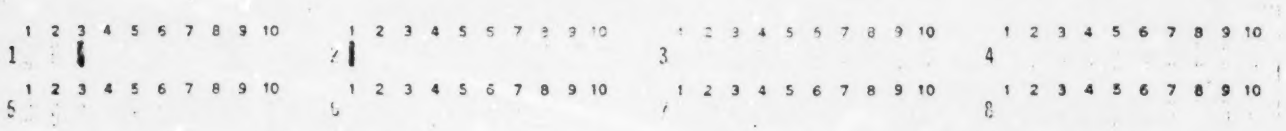
USE A #2 PENCIL ONLY



For each statement in the survey, mark whether you 1 - Strongly Disagree, 2 - Disagree, 3 - Agree, or 4 - Strongly Agree that the statement tells it as it really is. Then, for the same statement, mark whether you 1 - Strongly Disagree, 2 - Disagree, 3 - Agree, or 4 - Strongly Agree that the statement describes how it should be.

Example:

The way it is			The way it ought to be
1.	1 2 3 4	The Ohio River is polluted.	2. 1 2 3 4



By marking the response sheet in this way, a student would be indicating (1) that he/she agrees that the Ohio River actually is polluted (The way it is) and (2) that he/she strongly disagrees that the Ohio River should be polluted (The way it ought to be).

12/1/76

Race: Black _____ White _____ Other _____

Sex: Female _____ Male _____

Age: _____

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1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree

	The way it is		The way it ought to be
1.	1 2 3 4	A free society is one in which people with different backgrounds and beliefs can still work together for a common goal.	2. 1 2 3 4
3.	1 2 3 4	Differences among people (e.g., race, class, ethnicity, personality) should be recognized, appreciated, and accepted--not eliminated.	4. 1 2 3 4
5.	1 2 3 4	All individuals belong to one or more ethnic groups.	6. 1 2 3 4
7.	1 2 3 4	Most people will change their opinion as a result of criticism, even though they really don't change the way they feel.	8. 1 2 3 4
9.	1 2 3 4	In order to be assimilated it is not enough to leave one's group, but one must enter another.	10. 1 2 3 4
11.	1 2 3 4	The notion of the melting pot ignores that ½ of our society has never been "melted in," but rather has stuck to the bottom of the pot.	12. 1 2 3 4
13.	1 2 3 4	Ethnic groups that insist on following their own particular customs should be made to live in separate communities.	14. 1 2 3 4
15.	1 2 3 4	Members of ethnic groups have been discriminated against and have discriminated against others.	16. 1 2 3 4
17.	1 2 3 4	A major source of conflict in the United States is between white and non-white.	18. 1 2 3 4
19.	1 2 3 4	People should accept each other's ways of thinking and behaving.	20. 1 2 3 4
21.	1 2 3 4	The interests of the majority are more important than the rights of an individual.	22. 1 2 3 4

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree

	The way it is		The way it ought to be
23.	1 2 3 4	Ethnic group members make significant contributions to American culture in areas such as science, arts, entertainment, and government.	24. 1 2 3 4
25.	1 2 3 4	Often schools look upon ethnic studies as a way to please the community.	26. 1 2 3 4
27.	1 2 3 4	No school can be truly American unless a great many of its courses focus on ethnic heritage.	28. 1 2 3 4
29.	1 2 3 4	Schools play a dominant role in the transmission of cultural heritages.	30. 1 2 3 4
31.	1 2 3 4	If a person works hard, he/she can usually have the kind of life he/she wants.	32. 1 2 3 4
33.	1 2 3 4	People in authority give special privileges to groups they favor.	34. 1 2 3 4
35.	1 2 3 4	At my school a black student often has to make a choice between preserving his black identity and conforming to white expectations.	36. 1 2 3 4
37.	1 2 3 4	In my school, different racial and ethnic groups should be encouraged to form their own school clubs and activities.	38. 1 2 3 4
39.	1 2 3 4	Even though a school is desegregated, you shouldn't try to stop students from forming little groups with their friends.	40. 1 2 3 4
41.	1 2 3 4	I am often torn between what my family wishes me to do and what my peers wish me to do.	42. 1 2 3 4
43.	1 2 3 4	I don't care what people say, I've found that there is some truth to every stereotype.	44. 1 2 3 4
45.	1 2 3 4	In my school there is a tendency to put down those students who act or dress differently from the majority of students.	46. 1 2 3 4
47.	1 2 3 4	Students with odd ideas ought to be kept from expressing these ideas to others.	48. 1 2 3 4
49.	1 2 3 4	It's a good idea to require that articles written by students for the school paper get faculty approval.	50. 1 2 3 4

11/30/76

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree

	The way it is		The way it ought to be
51.	1 2 3 4	I think it's okay for Blacks to learn about Black history and Indians to learn about Indian heritage, but these studies are not very meaningful for white people.	52. 1 2 3 4
53.	1 2 3 4	I think a student who makes high grades should should get off easier when he/she breaks a rule.	54. 1 2 3 4
55.	1 2 3 4	The U.S. Courts should have the authority to determine how long somebody has to go to school.	56. 1 2 3 4
57.	1 2 3 4	As an individual I should have the same right as adults to be involved in setting school policies.	58. 1 2 3 4
59.	1 2 3 4	I feel better if I have had a chance to say what I think in a group, even if their final decision isn't the one I wanted.	60. 1 2 3 4
61.	1 2 3 4	Our school should invite speakers from different ethnic backgrounds to speak at assemblies.	62. 1 2 3 4
63.	1 2 3 4	The school yearbook should include features on the achievements of all students, not only the popular ones.	64. 1 2 3 4
65.	1 2 3 4	All courses in my school should teach about contributions of ethnic group members in the area being studied.	66. 1 2 3 4
67.	1 2 3 4	Tensions in our schools resulting from busing will be eased as time goes on.	68. 1 2 3 4
69.	1 2 3 4	I should try to talk and act like the people in the group I'm with.	70. 1 2 3 4
71.	1 2 3 4	My family background should be important to me because knowing about my background helps me understand myself.	72. 1 2 3 4
73.	1 2 3 4	It shouldn't make any difference whether your doctor is a man or a woman.	74. 1 2 3 4

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree

	The way it is		The way it ought to be
75.	1 2 3 4	A person's race has nothing to do with the way he/she treats possessions.	76. 1 2 3 4
77.	1 2 3 4	I think as much money should be spent on girls' athletic programs as on boys' athletic programs.	78. 1 2 3 4
79.	1 2 3 4	I can usually tell what a person is like by the way he/she is dressed.	80. 1 2 3 4